

Richardson Endowed Primary School Equalities Objectives

September 2022 – 2025

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Encouraging girls to consider non-stereotyped career options
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities

Overall Target	To actively encourage positive attitudes towards those with protected characteristics* and to meet their needs. *age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation	
Intended Target	Our school is fully inclusive and there is equality of opportunity for all. Improving knowledge, skills and attitudes to enable pupils to appreciate and value diversity and difference	
Action	Success Criteria	Impact
1. To continue to actively promote positive attitudes towards others and awareness of equality and diversity.	<ul style="list-style-type: none">• Opportunities are seized to enrich multi-cultural and multi-faith education• British Values are promoted• Issues of identity, equality, racism, rights and responsibilities are explored with the children.• Through RSE and PSHE curriculum• Whole school initiatives; all different all equal.	Children treat others with dignity and respect and understand the effects of discrimination
2. To continue to ensure equality of access for pupils, parents and visitors.	<ul style="list-style-type: none">• To have clear and easy access to the school site• To ensure the signage is clear to all.	All stakeholders able to access and exit the school

	<ul style="list-style-type: none"> • To ensure that all the main accesses have wide access. • Ensure that the ramps are clear and accessible. • Ensure that handrails are clearly identified and in place in necessary areas. • To ensure emergency exit procedures are in place and practiced. 	EGRESS plans in place
3. To ensure that the accessible toilets are available everyday and ensure that a toilet is available for anyone to use in accordance with LGBTQ+.	<ul style="list-style-type: none"> • To ensure that the accessible toilets are in working order and have the facilities needed in an emergency. 	All stakeholders have access to toilet facilities. One toilet is available for any stakeholder to use in line with equality.
4.To ensure all stakeholders have access to the necessary documentation.	<ul style="list-style-type: none"> • All have alternative formats of documentation available • To ensure all parents have access to relevant documentation. • To be more readily available to assist with form completion and reading documentation. 	Delivery of information is improved and all parents, pupils are aware of the school programmes.
5. To continue to make all of the curriculum including enrichment activities accessible (eg extra-curricular activities and sporting events).	<ul style="list-style-type: none"> • All pupils participate in all activities across the curriculum (reasonable adjustments are made where necessary). • Ensure that groups of pupils i.e. SEND disadvantaged are encouraged to join in extracurricular activities. • Disabled pupils are offered the opportunity to represent the school. • Disabled pupils attend all trips, visits and residential visits. • Provide laptops to enable personalised learning for SEND pupils where needed. 	All pupils' needs are met and all take as full a part as possible in the activities of the school

	<ul style="list-style-type: none"> • Provide adult support if necessary. • EAL pupils to be able to access the curriculum through help with language. (SENCO) • To ensure that the outdoor learning areas have wide paths and are accessible to all children and adults. • To continue to take part in training to provide the necessary differentiated learning for children with disabilities. 	
6. Reduce prejudice-related bullying and the use of derogatory language	<ul style="list-style-type: none"> • Continue to have high standards of behaviour in school. • Ensure that the curriculum encourages positive relationships in school and outside of school. • School procedures address any derogatory language in school. 	
6.Raise staff awareness of disabilities issues	<ul style="list-style-type: none"> • School to seek advice from experts. • Consider needs of specific pupils, both for school and off-site activities. 	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff.
7.To be able to move a disabled person if necessary	<ul style="list-style-type: none"> • Provide training in manual handling if required. • To take advise and training from outside agencies and specialists. 	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate resources
8. To continue to work well in partnership with all parents.	<ul style="list-style-type: none"> • Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage) • Parent feedback is sought and considered (eg meetings, surveys, email trails) 	All parents feel supported and included in the life of the school and their children's learning.

9. To review RSE policy in light of the Equality Act.	<ul style="list-style-type: none"> • Scheme of Work and content to be taught in RSE lessons is reviewed to ensure compliance with the Equality Act 2010 	The RSE policy is consistent with our Equality Policy.
10. To be more accountable for how well we are complying with the Equality Act 2010.	<ul style="list-style-type: none"> • The equality objectives are reviewed in the termly HT's report to the governors when necessary. • Aim to develop a website page (showcasing work at school to promote protected characteristics). • To ensure that all stakeholders have access to identified support. Personal TLA, equipment, assistance transport to school 	Our equality of provision will be regularly
11. The recruitment process is compliant with the equality act 2010	<ul style="list-style-type: none"> • The majority of staff involved in the recruitment of employees have safer recruitment training. 	All staff are employed without any discrimination